

Impact of audio-visual materials in the dissemination of knowledge for facilitators in some selected literacy centres in Oshodi/Isolo Local Government Area

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ABSTRACT

Today we are living in the era of information and communication technology where a child starts playing on a touch-screen before he learns to crawl. The power of technology has captured the minds of the generation and this influence could be seen in the field of education too. The technology for teaching students in this competitive scenario is the use of Audio-Visual aids. Audio relates to “hearing”, visual is “seeing” and aids are the tools that are used for this purpose. Apart from the use of text-books when the teacher uses audio-visual aids, the topic becomes more clear, effective and easy to understand and thus it lasts forever in the mind of students. Audio-aids can be in the form of recordings, music/sound, songs etc and visual aids can be in the form of power point presentations, video clippings, movie etc or can be the combination of both. This research paper intends to investigate the development of students with the use of audio visual aids with complete virtual learning and their impact. It also compares the use of traditional method with the modern teaching methodology. For this, the impact of audio visual materials in the dissemination of knowledge in some selected literacy centres was studied. The research adopts descriptive research survey with focus on students attending various literacy centres in Oshodi/Isolo Local Government Area and the instrument used for the study was a questionnaire developed to cover the research questions and hypotheses. Fifty respondents were randomly selected from various literacy centres in Oshodi/Isolo Local Government Area of Lagos State for data collection. Data were analyzed using frequency tables and percentages. It can be concluded that as was suggested in the paper that there is a great impact of audio-visual aids in the teaching-learning process in various literacy centres in the state. It also motivates students to attend lectures as they are very curious to see or hear what the facilitator is going to show them in the upcoming class, saves time of copying notes and increasing more communication skills.

Keywords: Audio-visual, facilitators, knowledge, dissemination.

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INTRODUCTION

Teaching and learning activities are interesting when audio-visual materials are used effectively and efficiently in a classroom-teaching situation. It is necessary for facilitators in literacy centres in Nigeria to use audio-visual materials as instructional tools in order to make their teaching more interesting, that is to arouse the learning interest and sustain attention for effective learning. Although among the challenges facing some of the literacy centres in Nigeria is that audio-visual

materials are not available and even where they are available, facilitators do not use them effectively. The reason for this attitude may be facilitators have engaged themselves in so many other relevant and irrelevant activities.

The term audio-visual materials are defined by Dike (1993) as those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio

resources, sight, as in visual resources or through a combination of senses. Indeed, the variety of such resources is a striking characteristic.

According to Anzaku (2011), “the term audio-visual materials are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”. Thus according to the above definition, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an event or a procedure or making diorama. Some of the audio-visual materials like the motion pictures require the use of equipment to release their latent value. Some do not need equipment at all like an exhibit or a study print. This term designates in common usage both material things as well as processes such as field trips.

Importance of audio-visual materials

The importance of audio-visual materials in the teaching and learning processes cannot be over emphasized. The underlisted are some of the importance of audio-visual materials in dissemination of knowledge:

Extending experience

Gopal (2010) stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors. This is important because, according to Dike (1993) “once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent”. Agreeing to this assertion, a 20th century Chinese philosopher stated that “one picture is worth a thousand words”.

Encouraging participation

Natoli (2011) once again added that “audio-visual materials are rich opportunities for learners to develop communication skill while actively engaged in solving meaningful problems”. In other words, learners certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving learners in bulletin board display may enhance their choice of colour and aid their understanding of the concept in question or when they join the facilitator in dramatization of an event or a process.

Stimulating interest

According to Katherine (2009), “learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials”. During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught and his interest is also won and he is ready to learn. Hills (1994) also contributing on the role of audio-visual materials in stimulating interest stated that “a friendly, accepting group climate is important in any learning situations, especially those materials that require students to reveal their ignorance and confront their fellow students”. When there is a climate of acceptance for learning, then learning is stimulated.

Individualize instruction

Lestage (2009) stressed that audio-visual materials provide a means of individualizing instruction. This he said is possible through programmed learning and tapes which enable the learner to learn at his pace and also to work on his own. Moreover, according to Dike (1993) the machine frees the teacher to work with individual students, since he or she is not now required to carry out routine drills. Production of resources by students is another way of individualizing instruction.

Serves as a source of information

According to Peterson (2007), “the child is to think, but he must have the information to with”. This audio-visual resources serves, because, the information can be got from the good use of perceptual instructional materials especially those provided from our locality. Mcnaught (2007) also observed that audio-visual materials are very useful teaching and instructional as well as promotional aids. He further stressed that where consistency of presentation is desirable, audio-visual materials are useful. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning.

Making learning permanent

Audio-visual resources can play a major role of making learning permanent. Gopal (2010) stressed that “audio-visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because they seem to evoke the maximum response of the whole organism to the situations in which learning is done.

Natoli (2011) stressed that audio-visual materials are

important in the teaching and learning processes because “having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely.” Dike (1993) also explained that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned.

Statement of problem

The relevance of audio-visual materials in dissemination of knowledge cannot be underestimated. In Nigeria, some facilitators have desired to cover the syllabus or scheme of work instead of making learning more meaningful and impacting. Also, non-availability of these materials in some literacy centres may not be blamed on facilitators but rather some heads often do not motivate facilitators in terms of providing them with adequate audio-visual materials.

Purpose of the study

This study seeks to find out the following:

- i) To study the effectiveness of using audio-visual materials among learners at various literacy centres;
- ii) To know learners' views about the difference they found before and after learning through audio-visual materials;
- iii) To study the awareness of learning through audio-visual materials;
- iv) To know learners' perception about the use of audio-visual materials;
- v) To know the problems faced by the learners in using audio-visual materials.

Research questions

- i) What types and quantity of audio-visual materials are available in literacy centres?
- ii) How often do facilitators use audio-visual materials while disseminating of knowledge?
- iii) What are the hindrances to the use of audio-visual materials in literacy centres?
- iv) In the perception of facilitators, what benefits do learners derive from the use of audio-visual materials?

Significance of the study

Audio-visual materials have been in existence for a longtime, but they are often underutilized. It is expected

that, following the identification of the hindrances to maximum utilization of audio-visual materials in schools, effort may be made to minimize the effect of the hindrances and promote adequate utilization of the available materials. Discoveries from the study may guide facilitators, government, sponsoring bodies and donors on the purchase of not only printed materials but also non-print materials for literacy centres. When the use of audio-visual materials is encouraged, there may definitely be a high demand for the materials and the producers may put in more efforts in the production and even come out with more methods of applying them to teaching and learning. This may tend to expose the learner more to thinking than relying on the facilitator.

Scope of the study

The study is limited to the geographical area of Lagos State. It covers specifically facilitators in some literacy centres in Oshodi/Isolo Local Government Area of the state.

METHODOLOGY

Research design

The study adopted a descriptive survey research design. The researcher therefore considered this design appropriate since the study involves impact of audio-visual materials in the dissemination of knowledge for facilitators in some selected literacy centres.

Area of study

The study was conducted in Oshodi/Isolo Local Government Area of Lagos State. There are six autonomous communities that make up the local government area. Geographically, Oshodi/Isolo Local Government Area has an area of 45 km² with administrative capital in Oyetayo Street, Oshodi and a population of 621,509.

Population of the study

The population for the study was 50 facilitators selected from various literacy centres in Oshodi/Isolo Local Government Area.

Sample and sampling technique

A simple random sampling technique was used to select fifty respondents for the study.

Instrument for data collection

The instrument used for data collection is the questionnaire. It is designed and constructed by the researcher. The instrument is titled *the impact of audio-visual materials in the dissemination of knowledge for facilitators in literacy centres* and was based on the research questions formulated for the study.

Validity and reliability of instrument

Validity of the research instrument was established by giving the instrument to experts in the field of education. Their criticisms and corrections led to the modification of the instrument before it was finally distributed to the respondents.

Reliability of the instrument was done by administering the questionnaire to ten facilitators in Continuing Education Centres in Otto-ljanikin in Otto-Awori Local Council Development Area of Lagos State. The co-efficient of internal consistency of the instrument was determined using Cronbach Alpha method and grand reliability co-efficient is 0.76 which shows that the instrument is very reliable.

Data analysis

The study employed the descriptive statistical methods. In this, the simple percentages and frequency table were used for descriptive inferences.

RESULTS

Analyses to the bio-data of the respondents were done on Tables 1 to 3. From Table 1, the analyses revealed that majority of the respondents were married. From Table 2, majority of the respondents were within the age of 41 to 50 years. Table 3 shows that majority of the respondents were Bachelor degree holders.

Testing of research questions

Question 1: How adequate is the quantity of audio-visual materials are available in literacy centres?

Table 4 shows that 33 (66%) of the respondents stated that the quantity of audio-visual materials available in literacy centres were inadequate.

Question 2: How often do facilitators use audio-visual materials in disseminating of knowledge?

Table 5 indicates that a good number of the facilitators rarely use audio-visual resources in teaching. According to the table and the data collected, 60% of the facilitators rarely use audio-visual materials, 16% of them do not use or have never used audio-visual materials; 24% often use audio-visual materials. Therefore, it is concluded that the facilitators in the literacy centres rarely use audio-visual materials in teaching.

Question 3: What are the hindrances to the use of audio-visual materials in literacy centres?

Table 6 shows that maintenance has the highest percentage of the factors responsible for hindrances to the use of audio-visual materials.

Table 1. Frequency distribution of the respondents by marital status.

Variables	Frequency	Percentage
Single	5	10
Married	43	86
Divorced	2	4
Total	50	100

Table 2. Frequency distribution of the respondents by age.

Variables	Frequency	Percentage
30 - 40 years	16	32
41 - 50 years	24	48
50 years and above	10	20
Total	50	100

Table 3. Frequency distribution of the respondents by educational qualification.

Variables	Frequency	Percentage
NCE	10	20
B.Sc/B.Ed	28	56
Others	12	24
Total	50	100

Question 4: In the perception of facilitators, what benefits do learners derive from the use of audio-visual materials?

Table 7 shows responses from facilitators on the benefits that learners derive from the use of audio-visual materials. The outstanding benefit as shown by the table is quick understanding, which has 64%. This is to tell us that although numerous benefits are derived from audio-visual materials but quick understanding weighs more.

DISCUSSION

From the study carried out, it was revealed that the use of audio visual materials in the selected literacy centres were inadequate but the available ones were not often used due to some hindrances such as maintenance culture, unstable power supply and financial constraints. This can be supported by Alokun (2004) who opined that proper recognition in institutions and libraries as that given to books and journals in developing countries like Nigeria. Unlike in the developed countries like Britain, France and the United State of America where the advantages of media resources especially computer have been further explored for handling various aspect of library and information services. In Nigeria the apathy

Table 4. Adequacy of audio-visual materials.

Response	Adequate	Inadequate	Not available	Total
Frequency	11	33	6	50
Percentage (%)	22	66	12	100

Table 5. Frequency use of audio-visual materials.

Response	Often	Rarely	Never	Total
Frequency	12	30	8	50
Percentage (%)	24	60	16	100

Table 6. Hindrances to the use of audio-visual materials.

Factors	Maintenance	Unstable power supply	Financial constraints	Total
Frequency	21	9	20	50
Percentage (%)	42	18	40	100

Table 7. Benefits derived from the use of audio-visual materials.

Factors	Quick understanding	Makes learning easier	Fosters explanation	Total
Frequency	32	11	7	50
Percentage (%)	64	22	14	100

being shown to the use of Audio-Visual materials was due to certain misconceptions and problems associated with non-book materials.

Conclusion

From the observation and the result obtained after the investigation, the following conclusions have been drawn:

- i) There are inadequate audio-visual materials in literacy centres studied;
- ii) The available ones are not effectively exploited by facilitators;
- iii) Obsolete audio-visual materials in the literacy centre are not replaced with the modern materials;
- IV) Lack of maintenance culture on the available materials was seen as the greatest hindrances of the use of audio-visual materials in the centre.

RECOMMENDATION

- I) Curriculum planners should encourage the use of audio-visual materials by inculcating them in the educational syllabus of all levels of education;
- ii) Students and facilitators alike should get involved in

their various roles in the improvisation and utilization of audio-visual resources when necessary;

- iii) That government should pave way for efficient funding for procurement of audio-visual materials to school.

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